

**FINAL REPORT
OF THE
INTERIM STUDY COMMITTEE ON
ADULT EDUCATION ISSUES**



**Indiana Legislative Services Agency
200 W. Washington Street, Suite 301
Indianapolis, Indiana 46204**

October, 2008

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A copy of this report is available on the Internet. Reports, minutes, and notices are organized by committee. This report and other documents for this Committee can be accessed from the General Assembly Homepage at <http://www.in.gov/legislative/>.

I. STATUTORY DIRECTIVES

The Indiana General Assembly enacted legislation (P.L.29-2008; HEA 1193-2008) directing the Committee to study issues that relate to adult education, including funding for adult education programs. The Legislative Council did not assign any additional responsibilities to the Committee.

II. INTRODUCTION AND REASONS FOR STUDY

HEA 1193-2008 was introduced in the 2008 session of the General Assembly to address funding shortfalls experienced by school corporations providing adult education programs. A number of Indiana school corporations are finding it difficult to maintain current general fund expenditures for adult education services and also maintain K - 12 services.

In addition, the Committee recognized the need to review other issues related to improving adult education programs in order to better prepare Indiana's workforce and to assist workers in their transition to high-skill jobs.

III. SUMMARY OF WORK PROGRAM

The Committee met three times during the interim following the conclusion of the 2008 Session of the General Assembly. The first two meetings of the Committee were held at the State House in Indianapolis. The third meeting of the Committee was held at the H. Dean Evans Community and Education Center in Indianapolis.

At its first meeting, held on July 30, 2008, the Committee heard testimony concerning the following issues: (1) Funding shortfalls experienced by school corporations providing adult education programs, and the need for additional funding assistance for adult education from the State of Indiana. (2) Recommendations from the Indiana Department of Education to enhance adult education access, equity, and efficiency. (3) Descriptions of adult education services provided by certain providers. (4) Examples of individuals who are adult education "success stories". (5) Other recommendations concerning adult education programs.

At its second meeting, held on September 3, 2008, the Committee heard testimony concerning the following issues: (1) Additional information and recommendations concerning adult basic education programs. (2) Demographics of the diverse population of adult education students. (3) The need to tie adult education more closely into workplace needs, and the need to provide adult education beyond the GED level. (4) Issues related to opening up state funding to providers other than school providers. (5) The role of Ivy Tech Community College in providing adult education programs. (6) The work and draft recommendations of the Joyce Shifting Gears Policy

Committee. (7) The educational attainment and remedial education needs of Indiana citizens and students. (8) The importance of accountability and the alignment of adult education curriculum and services.

At its third and final meeting, held on October 21, 2008, the Committee conducted a site visit of the adult education program operated by the Metropolitan School District of Washington Township (Marion County). After the site visit, the Committee held a meeting at which it heard additional testimony and recommendations concerning adult education, including testimony regarding the following: (1) The adult education pilot program of the MSD of Washington Township. (2) The issues faced by the adult education programs of New Albany - Floyd County schools. (3) The work of the Southwest Indiana Network for Education (SINE). (4) The WorkOne system. (5) The degree-granting proprietary schools (commonly referred to as "career schools").

The Committee discussed and approved two preliminary drafts of proposed legislation, and the Committee also discussed and approved its final report.

IV. SUMMARY OF TESTIMONY

The following is a brief summary of the testimony heard by the Committee:¹

A. Funding Issues Faced By School Corporations Providing Adult Education Programs

The Committee heard testimony concerning the need by school corporations for additional funding for adult education programs. In addition, Committee members and witnesses described specific situations in which school corporations have been experiencing shortfalls because students from outside the school district are coming to the school district for adult education services.

Portage Township Schools

The Committee heard testimony concerning adult education funding issues related to Portage Township Schools.

Michael Berta, Superintendent of Portage Township Schools, testified that there is no question concerning the value of adult education, but that the annual average deficit (2001 - 2006) for Portage Township Schools' adult education program was \$275,000. He testified that \$100,000 of this deficit was paid from the school district's general fund, and \$61,500 was paid by other school districts, leaving an administrative/program cost of \$113,500 for Portage Township Schools.

¹Minutes of the Committee's meetings are available in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. These minutes are also available on the Internet at the General Assembly homepage. The URL address of the General Assembly homepage is <http://www.in.gov/legislative/>.

Mr. Berta made the following additional points during his testimony:

- (1) Portage Township Schools' adult education program serves six counties and approximately 2,500 students;
- (2) amounts have been billed to other school districts by Portage Township Schools, but much of these billed amounts has not been paid by those school districts;
- (3) there has been no funding increase by the state for adult education programs in ten years;
- (4) taxpayers are demanding justification of why K - 12 program funds are being used for adult education; and
- (5) there is a projected 2010 funding shortfall of \$1.2 million for Portage Township Schools.

Mr. Berta also testified that he was not aware of another entity that would pick-up the adult education program if it were dropped by Portage Township Schools.

Terry Hufford, school board president for Portage Township Schools, testified that there is a need for additional funding assistance for adult education from the state. Tom Pappas, a member of the school board for Portage Township Schools, testified that the school board's first priority must be to K - 12 programs, and that they were facing a decision between putting money into adult education programs or into K - 12 programs. He noted that the school board had voted to stop adult education funding effective June 30, 2008, but that they had extended this cut-off by one year because of additional donations received.

North Spencer Community School Corporation

Joan Keller, Superintendent of North Spencer Community School Corporation, testified concerning the school corporation and the programs provided through the school corporation's adult education center. Superintendent Keller testified that one problem with adult education is that the programs must be funded in part from the school corporation's general fund, even though a majority of the adult education students may not reside in the school district. She stated that school corporations need support to keep adult education centers open, and that they cannot maintain the level of general fund expenditures for adult education programs. She also noted the importance of fostering "soft skills" (such as an employee getting to work on time) through adult education programs.

B. Indiana Department of Education Testimony and Recommendations

Linda Warner, the Director of Adult Education for the Indiana Department of Education ("DOE"), testified that: (1) the \$14 million annual state appropriation for adult education has not been changed in nearly a decade; and (2) \$10 million in federal funding for adult education is also provided.

The Committee also heard testimony from Ms. Warner regarding the status of adult education in Indiana, as well as summaries of various reports related to adult education: a 2008 report by the Indiana Chamber of Commerce, a report by the National Commission on Adult Literacy ("Reach Higher, America"), a report by the Indiana Institute for Working Families ("More than Just A GED"), and a July 2008 review of Indiana's adult education services prepared by the National Adult Education Professional Development Consortium, ("Access - Equity - Efficiency").

DOE Priorities

Ms. Warner described certain priorities of the DOE to enhance adult education access, equity, and efficiency:

- (1) expanding eligible providers under state-funded services to include those eligible under federal funding;
- (2) instituting an equitable delivery system that encourages a partnership of agencies (one of which would be the lead fiscal agent);
- (3) simplifying the application and funding process by establishing one funding formula for a combination of state and federal funds;
- (4) adding additional withdrawal criteria for students age 16 - 18 to allow for a withdrawal if it is considered to be in the educational interest of the student to do so²;
- (5) designing a more equitable regional/multi-county delivery system;
- (6) encouraging local consortia of partnering organizations;
- (7) ensuring that the lead agency does not bear a disproportionate share of the local match for an entire district; and
- (8) implementing additional state performance goals; and
- (9) providing a modest increase in state funding.

Other DOE Testimony

Ms. Warner also testified that:

- (1) the DOE is recommending an increase in state funding of adult education from \$14 million for each year of the biennium to \$16 million for each year;
- (2) \$600,000 of the \$2 million annual increase would be used for a program to provide adult education students a seamless transition to college (which would build on an existing pilot program);
- (3) reimbursement from state funding is currently less than 100% of costs;
- (4) the allocation of state funds is made under a formula different from the formula for allocating federal funds, and that the formula is from the 1990s;
- (5) the combined state/federal/private adult education funding is approximately \$900 per

²This recommendation was made at the first meeting of the Committee, but it was not included in the final list of recommendations presented by DOE to the Committee.

student;

(6) adult education services are available in every Indiana county, but not every county has a provider;

(7) the DOE is trying to offer adult education programs at the same location where other government services are available, such as Work One Centers;

(8) the DOE also recommends that each provider have a full-time director;

(9) approximately \$1.5 million dollars of adult education costs are currently not reimbursed;

(10) adult education performance is measured by five core outcomes, which are negotiated annually with the United States Department of Education:

(a) increases in academic skills that equate to grade level gains;

(b) entering employment;

(c) retaining employment;

(d) achieving a secondary credential; and

(e) entering postsecondary education or other training;

(11) every student entering the adult education program must have the goal of increasing academic skills by at least two grade levels;

(12) there are various optional performance measures that are in addition to the core performance measures;

(13) in the 2006 - 2007 program year, 80% of the students served entered the program with skills below the 9th grade level - it would not be reasonable to expect these part-time students to earn a secondary credential and transition to postsecondary education in one year;

(14) approximately 93% of state funding is spent on instructional salaries for licensed teachers;

(15) state rules allow for up to 15% of the allocated funds to be spent for administrative and support costs, but not for facilities;

(16) school corporations have been reporting annual expenditures that are approximately \$1.3 million above what is reimbursed; and

(17) school corporations that receive federal funds reported local matching funds of approximately \$4.3 million.

C. Perspectives on Adult Education

Rochelle Finzel, Director of the Institute for Working Families, testified regarding the Institute's paper, "More Than Just a GED". Ms. Finzel explained that there are over 500,000 adults in Indiana who do not have at least a GED, and that 226,000 of these persons are in jobs that earn less than a living wage. She testified that with a very diverse population of adult education students, a "one-size-fits-all" approach will not work. She explained that while GEDs are important, it is necessary to tie adult education further into workplace needs. She also testified that Indiana ranks high in national performance standards for adult education, but that the performance measures should include all students and all skill levels. She recommended a larger allocation of funds be provided for adult education workplace training programs, which directly

relate to needed skills.

She also suggested that when evaluating and reporting on programs, all students and skill levels should be considered. She stressed the importance of: (1) defining the mission of adult education; (2) improving the alignment of funding streams and resources; and (3) establishing benchmarks and measuring performance.

Jeffrey Terp, Vice President for Engagement at Ivy Tech, discussed some of the findings in the Indiana State Chamber of Commerce's report, "Indiana's Adult Education and Workforce Skills Performance Report -- Preparing Adults for a Brighter Future". Mr. Terp described a number of issues raised in the report, and he pointed out the data showing that over 931,000 persons were not prepared for the workforce. Of these persons: (1) more than 651,000 persons had no college education and are earning less than a living wage; and (2) more than 524,000 persons have not completed high school. He also noted that all of the jobs included in the report's list of fastest-growing high-wage jobs (2002 to 2012) require more than a GED. He testified that if the focus is only high school students, it will be impossible to close this gap. Mr. Terp also testified that the goal is a seamless transition through the educational process.

Dr. Ken Sauer, a member of the Joyce Shifting Gears Policy Committee and the Senior Associate Commissioner for Research and Academic Affairs of the Indiana Commission on Higher Education, testified concerning remediation needs of Indiana college students. Dr. Sauer explained that approximately 22% of Indiana college students who were 2006 high school graduates needed remedial education courses. He testified that the best place to address the need for remediation is in high school, but that Ivy Tech Community College ("Ivy Tech") is the place to provide remediation for those students who do end up needing remediation during college. He testified that remedial course work should be phased out at other universities. Dr. Sauer stated that success rates for remedial education are low and need improvement, and he suggested that Ivy Tech should establish a floor below which remediation would not be provided. He commented that this would allow Ivy Tech to concentrate on students who need one or two remedial courses before pursuing college successfully.

Dr. Sauer also suggested that some DOE adult basic education courses should be co-located with Ivy Tech's remedial programs. He testified that there is a need to align assessment methods, curricula, materials, and expectations. He also recommended: (1) increasing financial aid for part-time adult education students; (2) keeping Ivy Tech's tuition and fees as low as possible; and (3) expanding training and third party certifications offered by state agencies, such as the Department of Workforce Development and the Family and Social Services Administration.

Linda Warner, the Director of Adult Education for the DOE, testified that the DOE is not recommending that Ivy Tech assume responsibility for adult education programs, but that DOE is suggesting that entities other than school corporations could operate adult education programs and receive funding.

Mr. James Edwards (a member of the Indiana State Board of Education, the chair of the Southwest Indiana Network for Education (SINE), and the chair of Indiana Chamber of Commerce's Ready Indiana Initiative) testified that there are more than 931,000 adults in Indiana who are in need of adult education. He explained that 524,000 of these adults do not have a high school diploma. He testified that at current rates of adult education, it would take 22 years for all of these persons to achieve a degree. Mr. Edwards described the additional earning capacity that would result from achievement of a GED by adults who currently do not have a high school diploma, and he estimated that if 10% of the adults without a high school diploma were to achieve a GED diploma, the additional lifetime earnings for these individuals would be over \$471 million. Mr. Edwards also testified that it is important to "raise the bar" for adult education, and he noted that education is rated as the most critical issue in determining Indiana's future economic development.

Roger Feldhaus, the Executive Director of the Tecumseh Area Partnership, Inc., described the WorkOne system as being: (1) demand-driven by employers; (2) skills-based; and (3) delivering services in a vertically integrated manner. He explained that the WorkOne system is led by a regional workforce board, which contracts with an entity (such as the Tecumseh Area Partnership) to be the regional operator. He described the duties of a regional workforce board as being: (1) strategic planning; (2) oversight; and (3) quality assurance.

Mr. Feldhaus stated that it is important for a regional operator to identify and develop relationships with "growth-driver" industries and to determine the skills demanded by these industries. He noted that it is also important for regional operators to develop relationships with local economic development organizations, postsecondary educational institutions, and providers of adult basic education. Mr. Feldhaus described the relationship between the Tecumseh Area Partnership and the Lafayette Adult Resource Academy (LARA) as demonstrating "best practices" because of the connection between workforce development and adult basic education. He described efforts at horizontal alignment of workforce development and adult basic education, and he stated that regional coordination is essential to this horizontal alignment. He suggested that this coordination is best achieved by having one regional entity serve as the regional operator for activities funded by the DOE.

Gail Zeheralis of the Indiana State Teachers Association testified that there are two issues that need to be addressed: (1) definitional issues regarding adult education programs; and (2) funding for adult education programs. She stated that these issues are more important than problems concerned with delivery of adult education services. She also suggested that the General Assembly should determine how much it values the various adult education programs (such as ESL programs, GED programs, and job-training programs) and then fund those programs accordingly.

Glenna Shelby testified on behalf of the Indiana Association of Private Career Schools. Ms. Shelby explained that the Association represented degree-granting proprietary schools (commonly referred to as "career schools"), and she gave examples of career schools that are

members of the Association. She noted that according to data from the Indiana Commission on Proprietary Education, over 20,000 students attend career schools. Ms. Shelby stated that the degrees offered by career schools range from applied associate's degrees to post-master's degrees, and that most schools offer certificate programs as well as degree programs. She testified that the focus of career schools is to fill workforce needs, and she discussed how career schools fit into the system of adult education.

D. The Joyce Shifting Gears Policy Committee

The Committee heard testimony from Rebecca Nickoli, Vice President for Workforce and Economic Development at Ivy Tech and the chair of the Joyce Shifting Gears Policy Committee (Joyce Policy Committee). Ms. Nickoli described the work of the Joyce Foundation and explained that it had provided a \$1 million grant to Ivy Tech with the Indiana Chamber of Commerce and the Department of Workforce Development as primary partners. The purpose of the grant is to change state policy to increase opportunities for low-skilled and low-wage adult workers to increase their skill attainment.

Ms. Nickoli testified that the grant from the Joyce Foundation is funding several projects: (1) the College for Working Adults Initiative to meet the growing demand for educated adults in the workforce; (2) the Indiana Chamber of Commerce's performance report; (3) the Indiana Workforce Intelligence System; and (4) pilot programs for remediation. She then described the groups represented on the Joyce Policy Committee and its workings, and she stated that the Joyce Policy Committee is in the process of making recommendations.

Ms. Nickoli provided examples of preliminary recommendations from the Joyce Policy Committee: (1) shift responsibility for the maintenance and operation of the Indiana Workforce Intelligence System to an entity that can ensure sustainability; (2) improve access to financial aid for adult students; (3) conduct a marketing campaign to inform persons who could participate in adult education and to inform the public; and (4) increase co-location of adult education and Ivy Tech remedial services to ensure that students are ready to make a seamless transition from GED completion to college-level work.

E. Examples of Adult Education Programs

Lafayette Adult Resource Academy

JoAnn Vorst, the director of the Lafayette Adult Resource Academy ("LARA") testified regarding the services and programs offered by LARA, and she noted that it served approximately 1,700 students last year. She commented that state and federal funding is insufficient to pay all of the costs of adult education programs, and that it is necessary to obtain additional funding from grants. Ms. Vorst noted that LARA is a United Way-funded agency, and she gave examples of other grants obtained by LARA. She also commented that, unlike some adult education administrators, she "wore only one hat" and was focused full-time on LARA's

programs.

Four County Area Vocational Cooperative

Tim Holcomb, the director of the Four County Area Vocational Cooperative, testified concerning the adult education services provided by the Cooperative, the area served by the Cooperative, and school corporations participating in the Cooperative. Mr. Holcomb described the different adult education services available: GED preparation; adult secondary credits; adult basic education; English as a second language; workplace education; and family literacy. He testified that the Cooperative partners with other entities in the delivery of some adult education services. He stated that the Cooperative received approximately \$104,000 in federal funding, \$90,000 in state funding, a local support match of \$25,000 from school corporations, and additional support from donations. He testified that the support from the school corporations is evenly divided, even though they differ in size. Mr. Holcomb also noted that the Cooperative's students are mostly between the ages of 25 and 36, although they range in age from 17 to 81. He testified that his goal is to keep students in the K-12 program, but that this is not always possible.

MSD of Washington Township

Todd DeLey, the Supervisor of Community and Continuing Education for the MSD of Washington Township, described the school district's adult education pilot programs, which involve collaboration with Ivy Tech. He explained that the goal of the pilot program is to take students who are working on their general educational development (GED) diploma and to "hand them off" to postsecondary institutions at the appropriate point.

New Albany - Floyd County Consolidated School Corporation

Dr. Stephen Cunningham, the Director of Alternative Learning and Principal of the Alternative High School Program at the New Albany - Floyd County Consolidated School Corporation, testified regarding the various reasons why high school students may not graduate and why adults need adult education for remediation and acquisition of diplomas. He briefly explained the adult education services provided by New Albany - Floyd County schools, and he described the need for workforce literacy education. He also noted that most of the adults served in adult education programs are low-income individuals.

Dr. Cunningham commented that Ivy Tech provides a cost-effective way for adults to obtain a college education, and he described the GED preparation classes that New Albany - Floyd County schools offer at Ivy Tech campuses. He noted that this leads to a lower transportation burden for students, which in turn makes it less likely that these students will drop out of adult education programs. Dr. Cunningham also testified that he believes that adult education programs can provide remediation at a lower cost than Ivy Tech. He explained that if a high school graduate uses financial aid from a federal Pell Grant to take remediation classes during the first semester at Ivy Tech (for example), the student may run out of Pell Grant money after three

semesters, without finishing his or her associate's degree.

Dr. Cunningham testified that it makes sense to have school corporations running adult education programs as fiscal agents because the school corporations know many of the students and already have programs and facilities. He also stated that adult education programs desperately need an increase in funding. Dr. Cunningham testified that: (1) the general fund of New Albany - Floyd County schools is not used for adult education teachers' salaries, but that it is used for facilities; and (2) approximately 21% of adult education students served by New Albany - Floyd County schools are between 16 and 24 years of age.

F. Adult Education "Success Stories"

The Committee heard directly from individuals who have been successful after participating in adult education programs. These witnesses described the obstacles they had faced, and how adult education programs had changed their lives and their families' lives. These witnesses also described their motivations for pursuing adult education, and they offered to the Committee recommendations and observations concerning adult education.

G. Lifelong Learning Accounts

The Committee heard testimony regarding lifelong learning accounts and three LiLA demonstration projects that have been conducted in Chicago, San Francisco, and northeastern Indiana. Lifelong learning accounts are employer-matched education accounts that employees may use to pay for training and education.

H. Other Testimony

The Committee also received testimony regarding:

- (1) issues related to federal adult education goals (e.g., that these federal goals can both underestimate and overestimate successes) and Indiana's rank (in the top ten states) in meeting federal goals;
- (2) the formula used by the DOE in allocating adult education funding;
- (3) whether delivery of adult education services through public schools with licensed teachers is the best approach;
- (4) the use of distance learning in adult education;
- (5) the importance of accountability and the alignment of adult education curriculum and services;
- (6) whether moving toward a system with more regional programs would lead to transportation problems for students;

- (7) child care and the problems of ex-offenders as two additional barriers to adult education; and
- (8) the need to find a balance between programs for younger adults trying to achieve initial or basic skills and programs for older adults who need to "re-tool" their skills because of job losses.

V. COMMITTEE FINDINGS AND RECOMMENDATIONS

FINDINGS OF FACT:

The Committee made the following findings of fact:

- (1) The annual State appropriation for adult education has been \$14 million since 2000.
- (2) School corporations operating adult education programs are often faced with a decision between using general fund money for adult education programs or for K - 12 programs.
- (3) State and federal funding is often insufficient to pay all of the costs of adult education programs, and it is often necessary to obtain additional funding from grants and other private funding.
- (4) Local school systems that are currently providing services for adult education are not being fully reimbursed.
- (5) Several programs have made cutbacks of services due to insufficient reimbursement.
- (6) Several school providers are in immediate danger of terminating their programs due to the inability to continue funding adult education out of the school general fund budget for K - 12.
- (7) The shortfalls caused by HB 1001 will exacerbate this funding crisis.

RECOMMENDATIONS:

The Committee made the following recommendations:

- (1) Annual state funding to the Indiana Department of Education for adult education should be increased to \$20 million. This will allow the Department to:
 - (a) increase the reimbursement percentage for adult education program providers; and
 - (b) provide additional adult basic and adult secondary education services and preparation

for success in postsecondary education through collaborative efforts, including additional opportunities provided through distance education and workforce programming.

(2) The Indiana Department of Education should alter the formula for allocating adult education funds to address the needs of any school corporation, such as Portage Township Schools, that provides adult education services to a significant number of individuals from outside the school district.

(3) Currently, only school corporations are eligible to receive state funding for adult education programs. The list of providers eligible to receive state funding for adult education programs should be expanded to also include other entities that are "eligible providers" for purposes of the federal Adult Education and Family Literacy Act (such as community-based organizations, literacy organizations, nonprofit agencies, institutions of higher education, libraries, public housing authorities, and any consortium of these entities).

However, the Committee's staff should also review the following alternative to determine if it would comply with requirements under federal law:

School corporations should be given the first opportunity to provide adult education programs. However, a school corporation should also be given the option of either: (a) deciding not to be a provider of adult education programs; or (b) collaborating with other organizations, such as Ivy Tech Community College, if the school corporation determines that it will provide part, but not all, of the adult education programs.

(4) State and federal funding for adult education should be provided in a single grant that is awarded competitively through a streamlined application process.

(5) A single funding formula should be adopted to allocate state and federal adult education funds based on:

- (a) the need of the target population (for example, the number of adults in each county or district who have not completed high school);
- (b) performance; and
- (c) other criteria (such as providing incentives for local partnerships).

(6) Adult education funding should be allocated to each county or district for residents of that area to have access to services close to their home or work.

(7) An equitable regional or multi-county delivery system should be established, in which a larger organization would serve as the lead fiscal agent and would have a full-time administrator for the district serving the region or multi-county area.

(8) Local consortia of partnering organizations should be developed to enable smaller,

nontraditional organizations to provide direct services as consortium members.

(9) Local match equity should be provided to ensure that the lead agency does not bear a disproportionate cost of providing the entire match in a county or district.

(10) Additional state performance goals should be implemented in order to:

- (a) further define the mission and role of adult education;
- (b) prioritize services; and
- (c) maximize limited resources.

(11) The administrative rules concerning adult education should be reviewed to determine if some operating costs for adult education should also be reimbursed from state funds.

(12) The State should establish a Lifelong Learning Account (LiLA) pilot program. The LiLA accounts would be employer-matched savings accounts that eligible participants could use to finance education and training.

PROPOSED LEGISLATION

The Committee approved Preliminary Draft 3367 (concerning entities eligible to receive state funding for adult education) with 7 "aye" votes and two "no" votes.

The Committee approved Preliminary Draft 3372 (concerning lifelong learning accounts) with 9 "aye" votes and 0 "no" votes.

FINAL REPORT

The Committee approved its final report, as amended by the Committee during its final meeting, with 9 "aye" votes and 0 "no" votes.

WITNESS LIST

July 30, 2008

Rochelle Finzel, Director of Indiana Institute for Working Families

Linda Warner, Director of Adult Education for the Indiana Department of Education

Tim Holcomb, Director of the Four County Area Vocational Cooperative

JoAnn Vorst, Director of the Lafayette Area Resource Academy ("LARA")

LaVeta Franze

Kevin Felder

Terry Hufford, School Board President, Portage Township Schools

Tom Pappas, School Board Member, Portage Township Schools

Michael Berta, Superintendent, Portage Township Schools

September 3, 2008

Gloria Hubbuch, President of the Indiana Association of Adult and Continuing Education (IAACE)

Rochelle Finzel, Director of the Institute for Working Families

Rebecca Nickoli, Vice President for Workforce and Economic Development at Ivy Tech Community College and Chair of the Joyce Shifting Gears Policy Committee

Jeffrey Terp, Vice President for Engagement, Ivy Tech Community College

Dr. Ken Sauer, Senior Associate Commissioner for Research and Academic Affairs of the Indiana Commission on Higher Education and Member of the Joyce Policy Committee

Joan Keller, Superintendent, North Spencer Community School Corporation

Terry Dietz, Valparaiso University and Portage Adult Education Program

Linda Woloshansky, President of the Center of Workforce Innovations

October 21, 2008

Dr. James Mervilde, Superintendent of the MSD of Washington Township

Todd DeLey, Supervisor of Community and Continuing Education for the MSD of Washington Township

Dr. Stephen Cunningham, Director of Alternative Learning and Principal of the Alternative High School Program at the New Albany - Floyd County Consolidated School Corporation, representing the Indiana Secondary Principals Association

James Edwards, Indiana State Board of Education member, chair of the Southwest Indiana Network for Education (SINE), and chair of the Indiana Chamber of Commerce's Ready Indiana Initiative

Roger Feldhaus, the Executive Director of the Tecumseh Area Partnership, Inc.

Glenna Shelby, representing the Indiana Association of Private Career Schools

Gail Zeheralis, Indiana State Teachers Association

Linda Warner, Director of Adult Education for the Indiana Department of Education